



## Written examination

Attempted by 329 candidates                      Mean 63.25%    Max 92.07%    Min 24.18%

Section means were:

Section One Response: Listening	Mean 55.80%		
Attempted by 329 candidates	Mean 16.74(/30)	Max 28.46	Min 5.38
Section Two Response: Viewing and reading	Mean 64.13%		
Attempted by 329 candidates	Mean 19.24(/30)	Max 28.55	Min 5.81
Section Three Written communication			
Part A: Stimulus response	Mean 68.77%		
Attempted by 328 candidates	Mean 13.75(/20)	Max 20.00	Min 0.00
Section Three Written communication			
Part B: Extended response	Mean 67.61%		
Attempted by 329 candidates	Mean 13.52(/20)	Max 19.50	Min 4.50

## General comments

### Practical examination

Candidates were generally well prepared and aware of the examination process and procedures. The command of the language improved when compared to 2022, with greater comprehension and fluency. While fluency improved, pronunciation was challenging for some candidates, especially in words ending with silent letters. A good range of vocabulary, expressions, including idioms and grammar, and sentence structure were used in many responses. Some stimuli and stimulus items were unrelated to the topic and/or learning context.

#### Advice for candidates

- Articulate clearly and speak audibly so that both markers can hear you.
- Remember that the practical examination is a formal interview. Adults you do not know should be addressed formally using *vous* rather than *tu*, and familiar language such as *ouais* instead of *oui* should be avoided.
- Wear appropriate attire without any possibility of identifying you or any school.
- Be mindful that the preparation booklet, with your notes, must be handed to a marker when transitioning from Part B to Part C.
- Choose a stimulus item that is conducive to a real conversation about it.
- Refer specifically to your stimulus item and be prepared to talk spontaneously about it. Expect to answer both open-ended and explicit questions, including a detailed description and explanation for your choice, as well as a more general discussion as it relates to a topic.
- Expect open-ended and explicit questions on any of the six topics.
- Be prepared to hold a free-flowing conversation rather than the regurgitation of memorised text.
- Listen carefully to questions in order to give comprehensive answers that directly address what is asked, including the use of the appropriate range of tenses, subject pronouns – *je, ils, elle* – and *si* clause.
- Know your tenses and your verbs so that you respond using the expected tense and be strategic in using a range of tenses.
- Practise your pronunciation and intonation. For example, avoid the pronunciation of words ending with silent letters as such as ‘t’ and ‘s’ at the end of words when no liaisons are required.

### *Advice for teachers*

- Read all the advice for candidates and use it to inform teaching strategies.
- Ensure students know about the examination process and procedures, including the structure in three parts of the practical examination and the transition between Part B and Part C.
- Raise awareness about how students should address formally any adults they do not know.
- Provide students with opportunities to study the marking key so that they have an explicit understanding of how marks are awarded.
- Ensure that students' stimulus items are correctly aligned to topics and learning contexts. For example, a stimulus item related to the topic of migrant experiences must align with the French-speaking communities learning context. This means it must exclusively relate to French-speaking migrant experiences from and to a French-speaking country.
- Ensure that students bring a stimulus item that is directly connected to the topic and learning context. The stimulus item should be clear and straightforward: one page focusing on one picture, image, object, diagram, photograph, poster, article, advertisement or brochure. Ideally, words should be in English, without any full or complete sentences in French.
- Encourage students to pre-empt possible questions regarding their stimulus items and prepare their own answers.
- Prepare students to answer questions on all six topics in the syllabus, including those related to music and media.
- Expand students' knowledge of French cinema and music, including French-speaking music festivals such the *Fête de la Musique*.
- Prepare students to identify the verb tense or mood in a question and use the same verb tense in their response.
- Encourage students to practise their pronunciation, especially the words ending with silent letters such as 't' and 's' when liaisons are unnecessary.

### **Written examination**

Most candidates managed their time effectively and completed all three sections of the examination. Very few candidates did not complete a response to some questions in Sections One and Two. However, it was evident that some candidates had time management difficulties for the last text in Section Two. In Section Three, the majority of candidates appeared to spend more time on their Stimulus response and consequently rushed their Extended response. On average, the length of Extended answers was considerably shorter than the Stimulus response, which normally requires less words and details. For Sections One and Two, sometimes candidates appeared to have not checked their spelling because their responses in English were not making sense. Literal translation was a common mistake. For Section Three, confusion between text types was evident. General grammatical errors were mainly related to the use of possessive adjectives, agreements, past participle, and *avoir* and *être* – e.g. *c'était* instead of *il y avait*.

### *Advice for candidates*

- Read all questions carefully to provide all relevant information.
- In Sections One and Two, write your answers in clear, concise English that avoids clumsy, literal translations, while remaining faithful to all the details and information provided in the French text.
- Check your spelling and answers in English to ensure that your responses make sense.
- Use a dictionary proficiently to interpret words in the appropriate context.
- Make full use of the Space for notes in the Listening section.
- Learn numbers, seasons, dates, comparatives and superlatives, possessive adjectives, past participles, adjectives agreements, adverbs and tenses.

- Ensure to optimise time management in Section Three, spending the appropriate time to fulfill the requirements for Part A: Stimulus response compared with Part B: Extended response.
- Pay attention to the text type; display all the required conventions and sequence the information using sequencing words, such as *premièrement, tout d'abord, ensuite, par ailleurs, en conclusion*, and write using clear paragraphs.
- In Written communication: Part A, read both the prompt material and the question carefully, provide all the required content and relate it strongly to the stimulus.
- Make full use of the information and French language in the stimulus material.
- At the end of the examination proofread your work: check for grammatical mistakes, provide a response to all questions and tick all the relevant boxes.
- Be mindful that nothing you write should identify you or a school.

#### *Advice for teachers*

- Read all the Advice for candidates and use it to inform teaching strategies.
- Provide sufficient practice in extracting information from texts and pinpointing answers.
- Provide opportunities to build and consolidate general vocabulary beyond each topic so that common words such as numbers, months, seasons and days are not overlooked.
- Guide students in developing proficient dictionary use so that they can search for specific words and select the appropriate translation to match the context.
- Ensure that students pay attention to grammar. Focus on verbs and conjugation across all tenses, including past participles and the various uses of *avoir* and *être* – e.g. when to use *c'était* instead of *il y avait*.
- Spend time on *faux-amis*, adverbs, adjectives, agreements, negative and restrictive sentences, comparative structures, prepositions, and possessive adjectives as well as direct object pronouns such as *il regarde moi* instead of *il me regarde*.
- Guide students in developing time management skills, particularly for Section Three.
- Explain the different expectations between stimulus and extended responses in Section Three.
- Ensure that students are familiar with the different text types.
- Explain the importance of reading the stimulus material carefully and addressing it fully.
- Encourage students to access past examinations for revision and to aid in improving their time management skills.

### **Comments on specific sections and questions**

#### **Practical examination**

##### **Part B: Discussion of stimulus (20 Marks)**

Most candidates were well-prepared, demonstrating engagement with their stimulus and an ability to provide detailed responses on most key aspects of it. Nearly all candidates presented a stimulus item related to the Unit 3 or Unit 4 topics and contexts. However, a few candidates brought an irrelevant stimulus item.

##### **Part C: Conversation (20 Marks)**

Generally, candidates made a concerted effort to be engaging and conversational. When providing a response to a question, some candidates did not show that they had identified the verb tense or mood used in the question and use that same verb tense in their response. Some candidates lacked the language and knowledge to expand their answers to questions, especially those related to music and media. Some answers about youth issues were irrelevant and outside the scope of the course, such as body image in social media, lack of housing, inflation, unemployment and poverty.

## **Written examination**

### **Section One Response: Listening (39 Marks)**

Although most candidates appeared to have understood the texts, some had difficulty answering some of the questions attached to Texts 1 and 2 correctly.

### **Section Two Response: Viewing and reading (62 Marks)**

There were very few questions not attempted in this section, though many responses were either incomplete with specific details missing, or responses were unintelligible because of spelling or structural errors in English. Although most candidates managed their time quite well, it was evident that some rushed their answers to questions in Text 7. Candidates demonstrated their skills in using a dictionary and processing information. However, some words such as *bercés* and *adeptes* were not understood. Some translations were too literal, e.g. *apprécié* translated as appreciated instead of popular/liked and *diffuser* translated as to spread or diffuse instead of broadcast or play music. This resulted in candidates' responses in English sometimes not making sense.

### **Section Three Written communication Part A: Stimulus response (20 Marks)**

Candidates were required to answer one question from a choice of two. The question related to technology was the more popular. It was evident that many candidates spent substantial time writing a longer and more detailed Stimulus response than Extended response.

### **Section Three Written communication Part B: Extended response (20 Marks)**

Candidates were required to answer one question from a choice of three. The most preferred was Question 32. Most candidates' responses in this section were shorter and less detailed than their Stimulus responses. Consequently, a few appeared to run out of time.